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# IMPACT OF ATTITUDINAL AND WORK RELATED ASPECTS IN TRAINING

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## ***Abstract***

*The modern-day business organizations are under tremendous pressure to respond to technological innovation, customer demand, and global competition. Training provides the means by which people could handle and cope with the change in the environment and the impact of the change on them. In order to provide trainees with a training program that brings about the desirable changes in them, certain basic attitudes and behaviour of individuals need to be analyzed and studied while imparting training programs. Such an analysis would enable the trainers to develop the attitudinal and interpersonal skills of trainees and motivate them to perform in a cohesive manner to achieve the organizational objectives effectively and efficiently. This paper aims to study the impact and influence of attitudinal, behavioural and work related aspects of the management staff of the Automobile Industry and thereby understand the key dimensions that need to be shaped through training.*

**Key Words:** *High Self Esteem, Low Self Esteem, Social Influences, Opinion on Work Atmosphere, Good Interpersonal Skills, Initiatives to Work*

## **Introduction**

Training programs today are re- designed to facilitate improvements in the behavioural aspects of individuals, in addition to enhancement of Knowledge, Skills and Abilities (KSAs) to achieve the organizational objectives. The importance of training is felt when there is a gap between the present performance and the desired performance. Training is an organized procedure for increasing the knowledge and skill of people for a definite purpose. Rothwell and Sredl (2000) describe training as, “a short term Learning Intervention. It is intended to build the individual knowledge, skills, and attitudes to meet the present or future work requirements” (p.9). Training leads to a

significant and specific impact on work performance when it is based on the organization’s requirements and unique corporate culture. Trainers, while imparting the training program, need to understand the adult behaviour during the learning process. In order to study the impact and influence of key behavioural and work related aspects in training dimensions, the management staff of the Automobile Industry were taken as the sample for purposes of our study.

## **Review of Literature**

The following research studies were analysed with regard to the importance of attitudinal and work related aspects and thereby identify the research gaps that could form the basis of this research paper.

*Eddie W.L. Cheng* (2000)<sup>1</sup> made an in-depth analysis to identify the significant determinants of motivation to learn. The study revealed that self-efficacy, locus of control, high achievement- driven personality, transfer climate and transfer rewards contributed significantly to the motivation to learn. Certain personality and work related aspects would then lead to a continuous learning culture. Hence the study suggested that training programs should focus on these aspects to have effective transfer of knowledge and skills on the job.

*Paul Dunn and Chris Finnemore* (2004)<sup>2</sup> studied the importance of understanding the attitudes of individuals during the needs assessment phase. They identified that the basis on which a person decides to learn, to take on board new knowledge, to develop new behaviours and to 'change' is peculiar to each individual. Focusing on the learner's attitude provides a more solid foundation for sustained change by identifying the attitudes that need changing, preparing a list of attitude- based outcomes, reinforcing these attitude shifts, and getting learners to work out what is 'right' behaviour.

*Rebecca A. Thacker, Kelly B. Holl* (2008)<sup>3</sup> made a study among 134 management staff in manufacturing and social service organizations to study and identify behaviorally-based training for management staff with a foundation in employees' beliefs about effective managerial behaviors, and the relationship of these behaviors to employees' satisfaction with supervision, company as employer, and job assignments. Findings from the study identified factor analysis which produced three factors: Connection with Employees, Vision and Autonomy.

*Rathi Neerpa and Renu Rastogi* (2008)<sup>4</sup> conducted an empirical work among 112 scientists to examine the relationship between Emotional Intelligence and Occupational Self

Efficacy in order to identify the key dimensions that should be included in a training programme. The study revealed that Emotional Intelligence has a positive relationship with Occupational Self-Efficacy and it is one of its significant predictors. Organizations should organise training programs to develop the dimensions of both Emotional Intelligence (which includes Self-Awareness, Empathy, Self-Motivation, Self-Development, Integrity and Value Orientation) and Occupational Self-Efficacy (which includes Confidence, Command, Adaptability, Personal Effectiveness, Positive Attitude and Individuality) in order to enhance their competencies.

### **Statement of the problem**

The dynamic environment today forces the present-day organizations to equip themselves with the skills and competencies that would enable them to sustain and compete with the global demands. In addition, development of soft skills in all industries including the IT and the Automobile Industry, has taken precedence over training in skill and technology. The basic areas that require comprehensive training, besides technical upgradation and skill facilitation, are problem solving, effective group functioning and most importantly attitudinal and behavioural modification. The earlier researches have focused on personality aspects, rewards as motivation, on what are the right attitudes and what are the attitudes that need a change, relationship between effective managerial behaviours and job satisfaction, and on building emotional intelligence and occupational self-efficacy. But these studies have not looked into the cumulative impact of attitudinal, behavioural and work related aspects in the context of providing holistic training programs for the management staff of the Automobile Industry. The individual attitudinal aspects that have a bearing on the interpersonal skills of individuals and their initiatives and interest towards work, while

imparting training have not been researched upon. Hence this present study has concentrated on overcoming the research gap identified with the earlier researches done. In the light of these observations the key behavioural and work related aspects of the management staff of the Automobile Industry were analysed. The key dimensions that were studied in this research paper are High Self Esteem, Low Self Esteem, Social Influences, Opinion on Work Atmosphere, Good Interpersonal Skills and Initiatives to Work. High Self Esteem, Low Self Esteem and Social Influences concentrate on the individual behaviours that have a significant impact on group cohesiveness which together influence motivation and initiatives to work of the management staff which comprises of managers, executives and engineers.

#### **Significance of the Dimensions**

*High Self Esteem* (HSE) indicates the high opinion, confidence and self-worth that individuals have about themselves. Such individuals have a good opinion about their abilities and skills and cannot be ridiculed by others. They are content and pleasant mannered.

*Low Self Esteem* (LSE) indicates the low self-concept in individuals that causes them to think that they are lower than others. Such individuals may feel the need to please, be submissive to others' wishes, try to be perfect, have low mood or feel depressed, feel guilty often or may even feel that they have to try and prove that they are better than other people.

*Social Influences* (SI) indicate the influences of social networks on the individuals. Social network includes the relations that individuals have with family members, colleagues, superiors and the society at large. Such influences have a significant bearing on the nature and behaviour of individuals.

*Opinion on Work Atmosphere* (OWA) expresses the respondents' perceptions about the work culture and organization climate. This will help to identify the extent to which the individuals derive job satisfaction and thereby understand the respondents' sense of belongingness to the organization.

*Good Interpersonal Skills* (GIPS) is the dimension that explains the manner and extent with which individuals develop good friendships and relationships with others. Maintaining good relations has a significant bearing on motivating the people to form a cohesive group.

The dimension called *Initiatives to Work* (IW) explains the nature and extent to which respondents are interested and took initiative towards their work. Findings from the responses will help to identify the areas in which respondents have an aptitude. This will thereby help to motivate them towards their work and also help to identify a training program suited to their work initiatives.

#### **Objectives of the Study**

The following are the major objectives of the study:

1. To ascertain if there are differences between managers, engineers and executives on the dimensions of Opinion on Work Atmosphere and Initiatives to Work.
2. To ascertain the exact level of group differences in the dimensions of Opinion on Work Atmosphere and Initiatives to Work.
3. To find out the extent to which the dimensions of High Self Esteem, Low Self Esteem, Social Influences and Opinion on Work Atmosphere influence the dimension of Good Interpersonal Skills.

#### **Hypotheses of the Study**

The following are the hypotheses formulated for the present study.

1. There is no significant difference between and within the groups in the dimensions of Opinion on Work Atmosphere and Initiatives to Work.
2. There is no significant difference among managers, engineers and executives in the dimension of Opinion on Work Atmosphere.
3. There is no significant difference among managers, engineers and executives in the dimension of Initiatives to Work.
4. The independent variables like High Self Esteem, Low Self Esteem, Social Influences and Opinion on Work Atmosphere influence the dependent variable, Good Interpersonal Skills.

### Sample

In order to study the impact of select behavioural and work related aspects, a total of 500 management staff comprising of managers, executives and engineers were selected from the Automobile Industry. Stratified Random Sampling Technique was used to select the sample. The process of data collection was done through a questionnaire which highlighted key dimensions like High Self Esteem, Low Self-esteem, Social Influences, Opinion on Work Atmosphere, Good Interpersonal Skills and Initiatives to Work.

### Application of Statistical Tools

The data collected through questionnaires were tabulated and analyzed by applying appropriate statistical tools such as Inferential Analysis, One-Way ANOVA and Step-wise Regression.  $P < 0.05$  was taken as the significance level in order to determine the Overall Feasibility Analysis.

### Analysis and Discussion

#### One-Way ANOVA Test for the Demographic Variable Designation

The three groups based on different designations were Group 1 – Managers

(MGR), Group 2 – Executives (EXE), Group 3 – Engineers (ENGR).

**Null Hypothesis:** There is no significant difference between and within groups in the dimensions of Opinion on Work Atmosphere and Initiatives to Work.

F- test was done to find out the difference between and within the groups. **Table- 1** shows the significance of mean differences between and within the three groups on the basis of designation in the dimensions of Opinion on Work, Atmosphere and Initiatives to Work. For the dimension of Opinion on Work Atmosphere, the F Ratio is 6.7748 and there is a highly significant difference between the groups at .01 level. For the dimension of Initiative to Work the F Ratio is 17.8469 and there is a highly significant difference between the groups at .01 level. From the findings it is evident that there is a highly significant difference between the groups on the basis of designation under both the dimensions. Hence the hypothesis, no significant difference between and within groups in the dimensions of Opinion on Work Atmosphere and Initiatives to Work, is not accepted.

Further T- tests were done to find out the exact significant difference between the three different groups of the sample on the basis of designation in the dimensions of Opinion on Work Atmosphere and Initiatives to Work.

**Null Hypothesis:** There is no significant difference among managers, engineers and executives under the dimension of Opinion on Work Atmosphere.

**Table- 2** brings out the significance of mean difference in the dimension of Opinion on Work Atmosphere scores among the three groups on the basis of designation. Group 1 indicates the managers, Group 2 the executives, and Group 3 the engineers. The mean score for managers is 53.0886, for executives, it is 52.5833 and for engineers, it is 54.5864. The mean score of

managers is greater than the mean score of executives and the mean score of engineers is greater than the mean score of managers. The t-value for Group 1 and Group 2 is 0.67 and hence there is no significant difference between these two groups. The t-value for Group 1 and Group 3 is 3.31, indicating a highly significant difference between the groups at .01 level. The t-value for Group 2 and Group 3 is 2.64, indicating a highly significant difference between the groups at .01 level. From the findings it can be inferred that engineers and managers have a better opinion about work atmosphere compared to the executives, perhaps due to the higher level of their designation and engineers have a better opinion on work related issues compared to the managers perhaps due to the relevance of their technical qualification in the Automobile Industry compared to the managers. The 'no significant difference between the managers, and the executives' may be due to their non-technical qualification when compared to the engineers. From the above discussion it can be concluded that the null hypothesis is accepted with regard to 'no difference between Group 1 and Group 2' but the null hypothesis is not accepted with regard to Group 1 and Group 3 and also between Group 2 and Group 3.

**Table- 3** reveals the significance of mean difference in Initiatives to Work scores among the three groups on the basis of designation. Group 1 indicates the managers, Group 2 the executives and Group 3 the engineers. The mean score for managers is 33.2110, for executives, it is 31.2361 and for engineers, it is 31.4712. The mean score of engineers is more than the mean score of executives and the mean score of managers is more than the mean score of engineers. The t-value for Group 1 and Group 2 is 4.39, indicating a highly significant difference between the groups at .01 level. The t-value for Group 1 and Group 3 is 5.25, indicating a highly significant difference

between the groups at .01 level. The t-value for Group 2 and Group 3 is 0.50 and hence there is no significant difference between these two groups. From the findings it can be inferred that managers have a better Initiative to Work compared to engineers and executives, perhaps due to their higher level of designation and the engineers have a better Initiative to Work than the executives perhaps due to the relevance of their technical qualification in the Automobile Industry. The 'no significant difference between the executives and the engineers' may be due to their similar level of designation. From the above discussion it can be concluded that the null hypothesis is accepted with regard to 'no difference between Group 2 and Group 3' but the null hypothesis is not accepted with regard to Group 1 and Group 2 and also between Group 1 and Group 3.

#### **Step-Wise Regression Analysis**

**Hypothesis:** The independent variables like High Self Esteem, Low Self Esteem, Social Influences and Opinion on Work Atmosphere influence the dependent variable, Good Interpersonal Skills.

**Table 4** exhibits the Step-Wise Regression Analysis done for the dependent variable, Good Interpersonal Skills, taking High Self Esteem, Low Self Esteem, Opinion on Work Atmosphere and Social Influences as the independent variables. The first contributing dimension in the first step in the table is High Self Esteem. The Coefficient of Determination is 0.1086, indicating that it contributes 10.86% to the dependent variable and it is highly significant at .01 level. From the above finding it appears that respondents consider the feel good factor in the attitude of a person as the most significant contributing factor, perhaps due to the confidence that high self-esteem creates in individuals. All the other dimensions in the Step-Wise Regression Analysis have a significantly additive contribution.

In the second step, the factor, High Self Esteem, together with Low Self-Esteem significantly contribute to the dependent variable. The Coefficient of Determination is 0.1502, indicating that both the dimensions contribute 15.02% to the dependent variable at .01 level. From the above finding it appears that both the feel good factor and the low self-opinion in the individuals help the individuals in understanding themselves better and thereby contribute significantly towards developing relations with people.

In the third step, the dimensions of High Self Esteem, Low Self Esteem and Opinion on Work Atmosphere significantly contribute to the dependent variable. The Coefficient of Determination is .1614, indicating that all the three dimensions contribute 16.14% to the dependent variable at .01 level. From the above finding it appears that respondents consider certain factors in the attitude of a person and the respondents' perception of work culture and organizational climate as significant in contributing towards good interpersonal skills.

In the fourth step, the dimension of High Self Esteem, Low Self Esteem, Opinion on Work Atmosphere and Social Influences significantly contribute to the dependent variable. The Coefficient of Determination is .1712, indicating that all the four dimensions together contribute 17.12% to the dependent variable at .01 level. From the above finding it appears that all the attitudinal aspects and respondents' perception of work culture and organizational climate contribute significantly towards the development of good interpersonal skills.

From the above discussions it can be concluded that the hypothesis that 'the independent variables like High Self Esteem, Low Self Esteem, Social Influences and Opinion on Work Atmosphere influence the dependent variable, Good Interpersonal Skills' is accepted.

### **Implications of the Study**

The following recommendations and suggestions flow out of the findings by the Researcher for managers, engineers and executives.

#### **Recommendations for the Managers**

- The managers need to be trained on improving their Opinion on Work Atmosphere by taking measures to improve their work conditions and job satisfaction. This will enable them to develop a positive Opinion on Work Atmosphere and take up greater responsibilities and challenges.
- The managers already possess a good Initiative to Work. Giving them additional recognition for their job performance will enhance their Initiative to Work significantly, thereby building their Opinion on Work Atmosphere.

#### **Recommendations for the Executives**

- As the executives do not have a very good Opinion on Work Atmosphere, efforts should be taken to improve their self-worth by building their self-esteem and through motivation and recognition of their job performance by offering rewards and accolades.
- The executives do not have a good Initiative to Work which needs to be addressed through training programs as it will have a significant bearing on the efficiency of their work performance. This can be done by improving their self-worth, giving them a good job satisfaction through proper motivation and recognition which will automatically improve their Initiative to Work.

#### **Recommendations for the Engineers**

- When engineers are trained to develop good interpersonal relations with their superiors and co-workers, they start developing a good Opinion on Work

Atmosphere and thereby they are ready to take up more challenges and responsibilities.

- Adequate motivational programs and recognition of job performance will improve the engineers' Initiatives to Work. Engineers play a significant function and role in the growth of the Automobile Industry. Hence they should possess a high level of Initiative to Work.

#### **Recommendations for the Top Management**

- The Top Management should consciously make efforts to improve the organizational climate and the job conditions which will improve the staffs' Opinion on Work Atmosphere. An enhanced opinion on job conditions combined with attitudinal changes will also make the management staff improve and enhance their interpersonal skills.

#### **Scope for Further Research**

- The present study was an attempt to study the impact of the select work and behavioural related aspects that would improve the efficiency of the individuals to achieve the organizational objectives more effectively and efficiently. Besides the selected parameters, influence of other parameters of work and behaviour can also be researched for improving the efficiency of the management staff.
- The study has been conducted by studying the impact of variables among the management staff and could thus be extended by studying their impact on the top and lower level management in the Automobile Industry.
- The context of training today encompasses both work and behavioural related aspects, whether it is manufacturing, process or the service sector. Hence the parameters taken for the present study can be studied with

regard to other industries and sectors as well.

#### **Conclusion**

Training is seen as pivotal in implementing organization-wide culture change efforts, such as adopting total quality management, developing a commitment to customer service, or making a transition to self-directed work teams. Training has today moved from simply providing training on demand to solving organizational problems. This has been made possible by re-inventing organizations as learning organizations. Senge reiterates that improvements do not stop when formal training is completed. Training focuses on a fundamental change in the individuals that prompts them to handle themselves and situations that lead to holistic improvements. As a result, certain key behavioural and work related aspects need to be addressed through training programs that will lead to significant changes in the individuals. In addition, better interpersonal relations between the individuals will automatically enhance the organizational climate and thereby provide job satisfaction for the staff. Dimensions such as High Self Esteem, Low Self Esteem, Social Influences, Opinion on Work Atmosphere and Initiatives to Work significantly impact and influence the nature, behaviour and relations between the staff. Hence training programs should focus on improving both the attitudinal and work related aspects in order to have a successful training program.

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**Table -1 Anova Test for the Demographic Variable-opinion on Work Atmosphere and Initiatives to Work**

Dimensions		Df	Sum of Squares	Mean Squares	F Ratio	Sig. Level
OWA Groups	Between	2	322.1642			
		497	11816.9638	161.0821	6.7748	.01
	Within Groups	499	12139.1280	23.7766		
Total						
IW Groups	Between	2	408.6488			
		497	5690.0292	204.3244	17.8469	.01
	Within Groups	499	6098.6780	11.4488		
Total						

Source: Computed from Primary Data

**Table - 2 Significance of Mean Difference in Opinion on Work Atmosphere Scores Among Managers, Executives and Engineers**

		NUMBER OF CASES	MEAN	S.D	t-value	Sig LEVEL
MGR.	GROUP 1	237	53.0886	4.895	0.67	NS
EXE.	GROUP 2	72	52.5833	5.838		
MGR.	GROUP 1	237	53.0886	4.895	3.31	.01
ENGR	GROUP 3	191	54.5864	4.438	2.64	.01
EXE.	GROUP 2	72	52.5833	5.838		
ENGR	GROUP 3	191	54.5864	4.438		

NS – Not Significant

Source: Computed from Primary Data

**Table - 3 Significance of Mean Difference in Initiatives to Work Scores Among Managers, Executives and Engineers**

		<b>NUMBER OF CASES</b>	<b>MEAN</b>	<b>S.D</b>	<b>t-value</b>	<b>Sig LEVEL</b>
MGR.	GROUP 1	237	33.2110	3.294	4.39	.01
EXE.	GROUP 2	72	31.2361	3.359		
MGR.	GROUP 1	237	33.2110	3.294	5.25	.01
ENGR	GROUP 3	191	31.4712	3.500		
EXE.	GROUP 2	72	31.2361	3.359	0.50	NS
ENGR	GROUP 3	191	31.4712	3.500		

NS – Not Significant

Source: Computed from Primary Data

**Table - 4 Step-Wise Regression for the Dependent Variable, Good Interpersonal Skills**

<b>Step No.</b>	<b>Independent Variables</b>	<b>Coefficient of Determination</b>	<b>Regression Coefficient</b>	<b>t-value</b>	<b>Sig.t</b>
1	HSE	0.1086	0.3295	7.78	.01
2	HSE LSE	0.1502	0.3016 0.2059	7.22 4.93	.01 .01
3	HSE LSE OWA	0.1614	0.2821 0.2099 0.1076	6.68 5.05 2.57	.01 .01 .01
4	HSE LSE OWA SI	0.1712	0.2602 0.2016 0.1059 0.1020	6.05 4.86 2.54 2.42	.01 .01 .01 .05

Source: Computed from Primary Data